DOCUMENT RESUME

ED 255 165 HE 018 221

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TITLE Developmental Studies and the Black College Athlete: An Assessment of Remedial Services and Academic Attitudes of Athletes in Historically Black Colleges.
PUB DATE 31 Mar 84
NOTE 21p.; Paper presented at the Annual Conference of the National Association for Equal Opportunity in Higher Education (Washington, DC, March 31, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Persistence; *Athletes; *Black Colleges; *Black Students; Comparative Analysis; *Developmental Studies Programs; Higher Education; *Remedial Programs; Student Attitudes; Student Participation; White Students
IDENTIFIERS United States (Southeast)

ABSTRACT

A literature review on the effectiveness of developmental studies programs is presented, along with the results of a survey of developmental studies programs at predominantly white and predominantly black colleges in the southeast. Information is also provided on a survey of black college athletes' views of their academic environment. A total of 78 four-year and 39 two-year colleges from eight states responded to the developmental studies program survey. Nineteen of the institutions were predominantly black colleges. For the second survey, 66 athletes from black colleges provided information about their academic background and academic environments. The views of 19 athletic directors were also surveyed. It was found that 83 percent of the institutions had special programs for the academically disadvantaged. Respondents from developmental studies programs with 50 percent or more black college students indicated a significantly higher incidence of development program services than did respondents from predominantly white colleges. Only one third of the black college athletes was enrolled in such services, and the average rate of graduation of black athletes reported by athletic directors was 55 percent. (SW)

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ED255165

NAFEO
BLACKS IN HIGHER EDUCATION

SESSION #16
TRENDS IN SETTING RELEVANT STANDARDS FOR COLLEGE ATHLETES
SATURDAY, MARCH 31, 1984
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TITLE: DEVELOPMENTAL STUDIES AND THE BLACK COLLEGE ATHLETE: AN ASSESSMENT OF REMEDIAL SERVICES AND ACADEMIC ATTITUDES OF ATHLETES IN HISTORICALLY BLACK COLLEGES

Special programs for so called educationally disadvantaged students have enjoyed considerable growth in higher educational institutions in recent times. Programs for those students euphemistically referred to as "disadvantaged", "nontraditional" and "high risk" have existed at traditionally black colleges for decades; however, it was not until the 1960's when admissions policies of predominantly white colleges and universities were liberalized, that developmental studies programs enjoyed any measure of general acclaim. Today, virtually every institution in the nation has a facsimile of some kind of developmental studies program.

Almost simultaneously, the growth of intercollegiate athletics within the last two decades has paralleled the emergence of so called special academic programs for the marginally prepared student. It is no coincidence that a large percentage of those students enrolled in Developmental Studies Programs on college campuses throughout the United States are varsity athletes. Liberal admissions policies and the growing pressures to commercialize college athletics have made it increasingly difficult for athletes to achieve academic success. How effective are these programs? To what extent do Black colleges offer developmental program services to their students in general and athletes in particular? How do Black college athletes perceive their aca-

demic environment? These are the central questions that constitute the major foci of this paper.

The paper is divided into three sections. It reviews the literature on the effectiveness of Developmental Studies Programs in general, and other research related to black college athlete academic achievement. It reports the results of a survey conducted by this researcher on the existence of Developmental Studies Program services within colleges and universities in eight southeastern states, comparing predominantly white institutions with historically black institutions. In addition, the paper reviews the results of a perceptional survey of black college athletes of their academic environment.

A summary review of the literature on developmental studies programs reveals that a considerable number of general surveys, case studies and student performance analyses have been published. Although some of these research efforts are explicit in quantifying general program services, and identifying the level of minority student involvement, few have examined the educational achievement of the underprepared student at educational institutions in the south, within the black college or the black college athlete. Research on programs for the academically disadvantaged dates back to the mid 1960's. Early studies attempted to ascertain the extent to which predominantly white institutions were able to provide supportive services for the newly admitted minority students.

In a 1964 study Gordan and Wilkerson found that 224 colleges and universities reported having various types of compensatory practices, including special counseling, noncredit remedial courses, study skills and test taking instruction, tutoring in college, lengthened time for completing degree courses, special financial aid and modified admission criteria.[1] In a 1968 study sponsored by the National Association of State Universities and Land Grant Colleges, R. L. Williams surveyed 195 major colleges and universities and discovered that of the institutions surveyed, 50% had programs for high risk students and that these programs were characterized by such features as special housing, financial aid, small group instruction, personal counseling, tutorial assistance and an extended period of time to obtain a degree. Williams also concluded that most programs who reported services, were mere token efforts toward assisting students and received very little administrative and financial support.[2]

The College Entrance Examination Board compiled a directory of 829 colleges by states that provided special services for minority group or disadvantaged students. The

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[1] Edmund Gordan and Doxey Wilkerson, Compensatory Education for the Disadvantaged. College Entrance Examination Board, New York, 1966, p. 31.

[2] R. L. Williams, "What are we Learning From Current University Programs for Disadvantaged Students?" Paper presented to the National Association of State Universities and Land Grant Colleges. Eric Clearninghouse on Higher Education, 1969, p. 17.

1971 survey concluded that two year colleges and institutions in states of the midwest and northeast provided more compensatory services than colleges in other regions.[3]

The most extensive survey of Developmental services in higher education was conducted by Burkheimer and Davis for The Educational Testing Services. This study examined 2,991 institutions and reported that one in three had special programs that received federal support, one in seven received state or local support, while one in 20 received support from private foundations.[4] A follow-up study (Davis, et. al., 1976) surveyed and interviewed directors and students from 190 federally funded special service projects throughtout the country. The study concluded that institutional differences account more for differences in disadvantaged student success and satisfaction than do supporting services, and that forces to equalize opportunity exerted greater impact on poor whites and blacks than on other poor ethnic minorities.[5]

The most recently published survey of developmental studies program services was conducted by John Roueche and

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[3]College Entrance Examination Board, "A Chance to Go to College". Resources in Education, College Entrance Examination Board, Princeton, New Jersey, 1971, p. 62.

[4]G. J. Burkheimer and J. A. Davis, "A Census of Special Support Programs for "Disadvantaged" Students in American Institutions of Higher Education, 1971-72". Educational Testing Service, Princeton, N.J., April 1973, p. 26.

[5]J. A. Davis, "The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students", Resources in Education, Educational Testing Service, Princeton, New Jersey, 1976, p. 85.

Jerry Snow in 1977. The researchers surveyed 134 two-year colleges and 139 senior colleges concerning specific developmental services. In a detailed breakdown of developmental program services, Roueche and Snow were able to identify twelve institutions that could be characterized as exemplary. Although no geographical trends were discernible from the date, they did conclude that two-year institutions provided significantly more developmental services than did four-year institutions.[6] Because of its advantageous design, the instrument utilized by Roueche and Snow served as a model for gathering the data presented in the present report.

The bulk of the published research on the success or progress of black college students and athletes attending predominantly white universities and colleges has focused on minority student attrition and attempt to predict minority student potential for academic success. In one of the more typical studies, University of Maryland researchers Pfeifer and Sedlack concluded that there were no significant differences between correlations of SAT scores with MDGPA for black and white groups and that SAT's and the predictive index were equally predictive of grades for blacks and whites.[7]

In a follow up to that same study Pfeifer and Sedlack found that higher achieving blacks looked different from the

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[6]John Roueche and Jerry Snow, Overcoming Learning Objectives. Jossey Bass Publishers: San Francisco, 1977, p. 83.

[7]Michael C. Pfeifer and William E. Sedlack, "The Validity of Academic Predictors for Black and White Students at the University of Maryland. University of Maryland, College Park Maryland, Cultural Study Center, 1971, p. 16.

higher achieving whites in that the blacks tended to have lower aspirations.[8] Tucker examined multiple predictors of academic success for two hundred black students at Morehouse College and found that the Brown-Holtzman survey of Study Skills Habits and Attitudes emerged as the best predictor of academic success. The second best predictor variable was the quantitative score of the School and College Ability Test.[9] Several studies have revealed little or no relationship between predictive variables and measures of success. Ellison and others in a biographical survey of 1,640 students sponsored by the U.S. Office of Education discovered that for black students criterion variables (high school rank, SAT, cum. hrs., bio data) had little validity in predicting success; and that blacks who were in special admission programs scored slightly higher on the criteria than blacks in regular admission programs.[10] At the City University of New York where blacks and other minorities constitute a significant portion of the enrollment, researchers Lavin and Davis found that differences in grades (freshman year) appear

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[8]William E. Sedlack and Greenwood Brooks, "College Admissions and the Black Student, Results of a National Survey" Cultural Study Center, University of Maryland, College Park, Maryland, March 1970, p. 22.

[9]Samuel Tucker, "Multiple Predictors of Academic Success of the Black Male College Student", unpublished paper, The University of Florida, September 1973, p. 5.

[10]Robert Ellison, Stephen Murray, and David Fox, Biographical Data as Predictors of College Grades of Negroes and Whites, Institute for Behavioral Research in Creativity, Salt Lake City, Utah, July 1973, p. 40.

to be more strongly related to high school averages, and hence to admissions status, than to ethnicity.[11]

Pratt, Fuller and Gaynor surveyed the freshmen classes at North Carolina Central University and Appalachian State University and found that degree aspiration was the best predictor for freshmen at predominantly black NCCU.[12] In some instances, researchers have found that standardized measures overpredict. First year cummulative GPA's were found to be lower than the predicted GPA based on SAT math and SAT verbal for black freshmen in a study conducted at North Carolina State University - Raleigh.[13] A more recent report to the National Institute of Education on predicting the academic success of black students attending historically

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[11]David Lanvin, Richard Alba, and Richard Silberstein, Ethnicity, Equality and Hierarchy: The Fate of Ethnic Groups Under an Open Access Model of Higher Education, a paper presented to Meeting of the American Sociological Association, (San Francisco, September 4-8, 1978).

[12]Linda Pratt, Vicki Fuller, and Patricia Gaynor. "A Comparison of Educational Aspirations of Students Entering a Predominantly White College and Students Entering a Predominantly Black College", paper presented at the Annual Meeting of the Southern Association for Institutional Research, Orlando, Florida, October, 1979, p. 10.

[13]Thomas Stafford and Kathryn Council, "Bias in the Prediction of Achievement and in Admissions of Black Students to North Carolina State University", Student Affairs Research February 1974, p. 8.

black colleges revealed that the ACT-C underpredicted the GPA's of black students.[14]

Major studies of athletes academic performance or predictions of their performance are few. In a 1973 study of athletes at the University of Tennessee it was revealed that athletes were no different from the average student in the population. The mean GPA for male athletes was slightly less than undergraduates for the entire University. In addition the study found that athletes who played tennis had the highest GPA, athletes who played basketball had the lowest GPA, and that the rate of graduation for freshmen in football, golf and track was greater than that of the sample of the University.[15] Hanks and Eckland examined athletes at several midwestern universities and concluded that participation in athletics had no effect on cummulative grade point averages for males, but had a positive effect (.095) on educational attainment.[16] In a study of athletes at the University of Colorado, researchers Purdy, Ettzen and Hufnagel found the

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[14]National Institute of Education, Predicting the Academic Success of Black Students Attending the Historically Black Colleges Part 2 of the Research Program on Problems Relating to the Desegregation of Higher Education, Institute to Services to Education. Washington, D.C., August 1979, p. 15.

[15]Susan Larsen, A Study of Academic Achievement of Athletes at the University of Tennessee - Knoxville, vol. XIV, University of Tennessee Office of Institutional Research, September 1973, p. 4.

[16]Michael Hanks and Bruce Eckland, "Athletics and Social Participation in the Educational Attainment Process", Sociology of Education, vol. 49, October 1976, p. 290.

black athletes had significantly lower scores on the entire range of educational achievement measures.[17]

It is interesting to note that those institutions most noted for their exploitation of black college athletes have embarked on massive studies to determine the impact of Rule 48. Researchers Jenkins, W lker, White and Woodson of Clemson University have recently published a comprehensive study of the subject entitled "NCAA Rule No. 48: A National Study of the Academic Implications for U.S. Secondary Schools". They conclude that 75% of the high school principals, coaches and athletes approved the Rule 48 SAT/ACT requirement, while 94% approved the G.P.A. requirement (SAT = 700, ACT = 15, GAP = 2.0).[18] The weakness of their research is inherent in the fact that of the more than two thousand high schools surveyed, less than five percent were black.

Disproportionate rates of graduation and retention for Black athletes at predominantly white institutions have catapulted the issue of an athlete's exploitation at the expense of academic excellence, into the political arena. Although there is very little hard data to substantiate the contention, it is widely accepted that black athletes at predominantly

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[17]Dean Purdy, Stanley Eltzen, and Rick Hufnagl, "Are Athletes Also Students?", The Educational Attainment of College Athletes, Social Problems, vol. 29, no. 4, April 1982, p. 443.

[18]Gene Jenkins, John Walker, Joseph White, and Marvin Woodson. NCAA Rule 48: A National Study of the Academic Implications for U.S. Secondary Schools, Clemson University, College of Education, 1982, p. 71.

white colleges rarely graduate and that black athletes persist and graduate at much higher rates from black colleges.

Survey Methodology (Developmental Studies)

A three-part eighty item survey of developmental/remedial program services was developed utilizing the Roueche and Snow National Survey of Developmental/Remedial Education Programs as a model and distributed to administrators and counselors at 250 randomly stratified colleges and universities in eight southern states.

Questionnaires were mailed to developmental studies program directors in seventeen four-year and eight two-year institutions in each of the eight states in the survey except Georgia. Twenty-five four-year and fifteen two-year institutions in Georgia were surveyed because of direct requests by Program Administrators to be involved in the survey. Respondents from seventy-eight (78) of the 144 four-year colleges surveyed and thirty-nine (39) of the seventy-one (71) two-year colleges surveyed returned questionnaires. Of the 117 institutions responding, nineteen (19) were from predominantly black colleges. General frequency counts, and chi square test of significance were applied to the data. Primary categories for comparative analysis were, two-year vs. four-year, predominantly black vs. predominantly white programs, and the eight selected states.

Survey Methodology (Athletes - Athletic Directors)

A perceptional survey containing academic profile questions and statements on academic environment with five point likert type scale responses was developed and distributed to athletes at ten randomly selected black colleges. A total of sixty-six (66) athletes from five institutions (Savannah State, Bowie State, Jackson State, Winston Salem and Fort Valley State) returned the survey. Frequencies, general statistics and Pearson correlational statistics were applied to the data.

In addition, a fifteen item questionnaire on the academic environment of athletes was sent to athletic directors at ninety (90) black colleges with athletic programs. Nineteen (19) athletic directors responded to the survey.

Findings (Developmental Studies)

Ninety-seven (97) or 83% of those institutions responding had created a special program for the academically disadvantaged. The average program was 69.3% white, 25.6% black, 2.4% Hispanic and 1.9% other minorities. A majority of the respondents, 64%, were directors of developmental studies programs. A significant number, 26% were other administrators who supervised the so called "special" program in addition to being responsible for other college matters. Eighty-two (82) or 69.5% of the respondents were white,

thirty (30) or 25.4% were black, and six (6) or 5.1% were Hispanic. The average age of the respondents, was forty-one (41), with 46.2% males and 52.8% females.

Sixty percent of the programs were organizationally structured in the Office of Academic Affairs, and 13.6 percent were structured in Student Affairs Office. The average program reported that 40% of its resources came from federal funds, while only 18 percent reported total funding from federal sources. The average program reported that 42.09% of its funds came from state sources, while 19.9% of the respondents indicated that all funds came from state sources. The typical program had a staff of approximately five to seven people, and served an average of 358 students annually.

The second section of the survey requested each respondent to indicate whether or not sixty-nine (69) developmental program services were provided by their programs or institutions. Table 1 provides a breakdown by percentages and frequencies of those services for which there was a statistically significant difference in the perceived existence of developmental services by respondents from predominantly white colleges and predominantly black colleges. There were significant differences in twenty-two (31%) of the sixty-nine (69) services analyzed. Respondents from programs with fifty (50) percent or more black college students indicated a statistically significantly higher incidence of a service than respondents from programs at predominantly white colleges.

Respondents from programs at white colleges indicated a statistically, significantly higher incidence of the existence of self-selected instructors than respondents from programs at black colleges.

In twenty-one (21) out of the twenty-two (22) instances of statistical significance, black programs had a higher degree of existence for a service than white programs. When all sixty-nine (69) program services are examined, respondents from black program revealed a higher percentage for the existence of a service in forty-six (46) cases, and respondents from white programs revealed a higher percentage for the existence of a service in twenty-three (23) cases.

Findings (Athletes - Athletic Directors)

An analysis of the data indicates that the average black athlete in the survey was a football player who had a grade point average of 2.40 with 57 cummulative hours, which suggests that the sample contained a sizeable number of first and second year athletes. The average SAT score was 661, with the math score (350) being higher than the verbal (301).

Table #2 reveals that respondents indicated strong agreement (45 percent or more) or disagreement on six of the fifteen statements on academic environments. Athletes strongly agreed or agreed with the statements: I get excellent academic counseling (48.5%), I consider myself a

scholar (54.7%), Athletes are as smart as the average person at my college (75.8%), and I believe I perform better on the athletic field because of my belief in a supreme being (54.2%). Respondents tended to disagree or strongly disagree with the statements: I spend more time preparing for athletics than I do for my coursework (68.9%), I came to college to participate in sports (89%), I was not prepared for college when I first entered (65.6%), and Drugs and alcohol do not affect my performance on the athletic field (60.9%). Less than a third of the athletics indicated enrollment in Developmental math classes, and 25.0 percent and 27.0 percent indicated enrollment in reading and English, respectively.

Table #3 indicates that the average black college in the survey had 114 athletes. A significantly high percentage (83%) had either a full-time or part-time academic advisor and nearly ten percent of the athletes made the Dean's List at their college. Approximately one-third of the athletic directors indicated they employed tutors and that their student-athletes were enrolled in remedial English, remedial math or remedial reading. Eighty-four percent of the respondents reported having a developmental/remedial program on their campus. The average rate of graduation reported by athletic directors was fifty-five percent. While forty-seven percent of the athletic directors felt that athletes at their school had improved in academic ability over the last five years, and fifty-six (56) percent felt that the number of athletes

graduating has increased within the last five years; only twenty-six (26) percent supported Rule 48 efforts to impose higher standards for athletes.

Implications for Future Research

The data tends to support the contention that black colleges provide a considerable number of Developmental/ Remedial Program services in support of the underprepared student. Only one-third of the black college athletes indicated enrollment in Developmental/Remedial Program services. The data also tends to conclude that black college athletes consider themselves to be relatively smart with a considerable high potential for graduating and scholars who were prepared for college when they arrived.

It is generally recognized and some research confirms that athletes in general and black college athletes specifically are as successful as students in the general population when rates of graduation are considered. Although there is no published data to substantiate the claim, black athletes at historically black colleges are considerably more successful than black athletes at predominantly white colleges.

Black college athletic directors do not support the NCAA's Rule 48 which would limit freshman athletes participation in varsity athletics. Although college athletes constitute less than five percent of most black college enrollments, there is need for a comprehensive study. Black college ath-

letes' academic success (First year G.P.A.: Graduation Rates) as it relates to college admission characteristics.

This investigation merely scratches the surface. There is a need to include athletes from the highly competitive division institutions. In addition there is a need to compare rates of retention, grade point averages, rates of graduation, attendance at graduate schools and participation in professional sports for black athletes attending predominantly black institutions and those attending predominantly white institutions. Furthermore, it will be significantly important to monitor the aforementioned measures of academic success as the support for developmental/remedial services declines as a result of state and federal government decreases in financial support.

Table #1
Distribution of Developmental Services by Percentages
in Predominantly White and Predominantly Black Programs

	White/86	Black/19	Chi Square
Humanities Course	5.9/ 5	15.8/ 3	17. 2*
Computer A.I. English	9.5/ 9	21.1/ 4	18. 2*
Videotape - Math	11.6/10	47.4/ 9	28.67*
Program Textbook - English	64.0/65	73.7/14	20.32
Program Textbook - Math	55.8/48	73.7/14	18.64*
Reading Lab	65.1/56	94.7/18	18.49*
Math Lab	52.3/45	89.5/17	20.15*
English Writing Lab	74.4/64	84.2/16	20.06*
Manpower Training	14.0/21	47.4/ 9	19.81*
Bio-Feedback	18.6/16	47.4/ 9	14.00*
Cooperative Work	34.9/30	73.7/14	22.68*
S.I.G.I. (Career)	31.4/27	78.9/15	27.31*
Financial Aid Counseling	73.3/53	100 /19	22.97*
Test Taking Workshops	57.0/49	78.9/15	22.27*
Weekend Instruction	9.7/ 8	41.2/ 7	21.74*
Instructor-Learning Center	49.4/42	68.4/13	11.87*
Part-time Counselors	22.4/19	11.1/ 2	11.23*
Written Language Objectives	63.1/53	88.2/15	17.26*
Trained Peer Counselors	16.0/13	42.1/ 8	13.24*
Day Care Centers	28.6/24	63.2/12	9.04*
Self-Selected Instructors	84.1/ 9	47.4/ 9	14.44*
Job Placement Service	25.6/22	52.6/10	17.64*

*Statistically significant = .05 level

Table #2
Black College Athlete Perception of
Academic Environment

	Frequency		Percentage	
	Agree	Disagree	Agree	Disagree
I get excellent academic counseling.	39	19	48.5	29.7
I consider myself a "scholar".	35	16	54.7	25
I was <u>not</u> prepared for college.	16	42	25.1	65.6
I came to college to participate in sports.	5	57	4.7	89.1
I spend more time in sports than my course work.	12	44	18.8	68.9
Athletes are as smart as the average student.	50	5	75.8	7.8
It is difficult for an athlete to graduate.	24	23	37.5	35.9
I expect to be a professional athlete in five years.	16	23	25.1	35.9
Drugs and alcohol do not affect my performance.	16	39	24.3	60.9
I perform better as an athlete because of my belief in a supreme being.	36	12	56.2	26.9

	Frequency	Percentage
Enrolled in Developmental English	21	32.8
Enrolled in Developmental Reading	16	25.0
Enrolled in Developmental Math	17	27.0
N = 66		

Table #3
Black College Athletic Director and Coach Survey
of Academic Environment

Average Number of Athletes Enrolled		114
Existence of Academic Advisor		
	Full-time	31%
	Part-time	52%
	None	17%
Number of Athlethes on Deans List		9.2
Percentage of Colleges Employing Tutors for Athletes		36%
Athletes Requiring Remedial English		32%
Athletes Requiring Remedial Math		34%
Athletes Requiring Remedial Reading		28%
Does College Have Developmental/Remedial Program?		84%
Percentage of Students-Athletes Graduating With Degrees		55.4%
The Academic Ability of Athletes Has Improved Over the Last Five Years		47%
More Athletes Are Graduating Today Than Did Five Years Ago		56%
I Support NCAA Rule 48 And Do Not Believe That It Will Hurt Black Athletic Competition		26%

N = 19